

ARIZONA SELF-ASSESSMENT

PROGRAM COMPLIANCE FOR IASA PROGRAMS BUREAU OF INDIAN AFFAIRS PROGRAMS ENGLISH ACQUISITION PROGRAMS

March 2001



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Adapted from New York Self Assessment Tool and Developed Jointly by the Arizona Department of Education and
RMC Research Corporation

The IASA Self-Assessment Tool

Purpose

The Improving America's Schools Act of 1994 brought about many changes in the *Elementary and Secondary Education Act of 1965*. LEAs and schools have had an opportunity to implement all of the portions in the statute in order to help all children meet challenging state content and performance standards.

The Arizona Department of Education (ADE) has developed this Self-Assessment Tool, which is designed to provide local education agencies (LEAs) guidance in the development and implementation of programs, the ability to assess the integrity and quality of their IASA programs, and to identify areas in which technical assistance may be needed. With it, LEAs are asked to examine multiple aspects of their programs to determine if the program meets the requirements of the law. The provisions for the following programs are represented in the Self-Assessment Tool:

- LEA Consolidated Plan
- Title I, Part A (Helping Disadvantaged Children Meet High Standards)
- Title II (Dwight D. Eisenhower Professional Development)
- Title VI (Innovative Education Program Strategies)
- State English Acquisition Programs
- Fiscal Requirements — All Programs
- Title I, Part C (Migrant Education)
- Title I, Part D (Prevention and Intervention Programs)
- Title VII (Bilingual Education, Language Enhancement, and Language Acquisition Programs)
- Emergency Immigrant Education Program
- Title IX (Indian Education)
- Johnson-O'Malley Program
- Stewart B. McKinney Homeless Program

The Self-Assessment Tool has been prepared for each local educational agency (LEA) to evaluate its IASA programs. An LEA can be a traditional public school district or a charter school. The Self-Assessment Tool is organized by Sections of the *IASA (Improving America's Schools Act)*. While most sections apply to the entire program of an LEA, there are sections for school-level self-assessment. Sections for all programs at your LEA have been included in the Self-Assessment Tool or in the accompanying appendices. They should be completed by a team of LEA personnel who both work with and administer the respective programs for the LEA. Note: The sections on Title IV — Safe and Drug-Free Schools and Communities, State Chemical Abuse Prevention, and State Tobacco Use Prevention are no longer included.

Instructions for Use

The use of the tool is very easy. For each legislative requirement listed, simply check *yes* or *no* or *in progress* to indicate if it is in compliance. If *yes* is checked, indicate *very briefly* what evidence is in place and where the evidence can be found. For example, if administrators, teachers, and parents were involved in the formulation of the consolidated plan, indicate by marking the *yes* column. For evidence, citing PTA meetings, staff meeting notes for August through May 1998 and signatures on plan may be sufficient. It is not necessary to attach the meeting notes or the plan, just indicate that they exist. If the evidence cited is part of a large document or group of documents, please indicate the specific section that applies; e.g., LEA Consolidated Plan, pp. 10 -15. See Appendix A for further examples of evidence that could be used to support compliance with provisions of the law.

If the provision listed is not in compliance, check the *no* column. The evidence column would be blank.

It is possible to indicate that a requirement is not in compliance, but it has been identified as a need and the LEA has started the process to correct the item. Mark the *in progress* column and provide a description of any evidence that may be available.

If the provision does not apply to your LEA, indicate N/A in the *yes* column. A supporting comment may be inserted in the evidence column.

A page to indicate technical assistance needed is included at the end of each section. If there are any non-compliance issues checked within the section, indicate on this form if assistance is needed in meeting the requirements of the law. Also discuss what will be done to put those items in place.

Submission of Reports

The completed Self-Assessment Tool is to be submitted to ADE by September 30, 2001.

Make a copy to keep at the LEA, and submit the original to:

Arizona Department of Education
Academic Support Division, Bin 32
1535 West Jefferson
Phoenix, AZ 85007

Please complete the following information:

Local Education Agency (LEA) Name _____ CTD(S) Number _____

LEA Address _____ City _____ Zip _____

Phone _____ Fax _____

IASA Contact _____

Phone _____ Fax _____

Email _____

Signature of LEA Representative _____ Date _____

— For ADE Use Only —

Date Received:

By: _____

Arizona LEA Consolidated Plan

Overview

The overall purpose of the *Elementary and Secondary Education Act* (ESEA), which was extended through the *Improving America's Schools Act of 1994* (IASA) legislation, is to enable children who need the supplemental assistance of federal programs to achieve the challenging Arizona's Academic Standards established for all children in the state. The LEA Consolidated Plan establishes the framework for achieving this goal over the time span of the IASA legislation.

The components of the LEA Consolidated Plan have been established by LEA and ADE personnel charged with meeting the spirit and requirements of the law while retaining flexibility for LEAs. There are five sections to the plan with four of them being linked tightly to the four key elements established in the law.

The Introduction Section sets the background and the goals for the plan. The section outlines the context for the subsequent decisions regarding meeting the goal of high achievement for all students.

The Support for Instruction Section describes how the LEA will provide a structure of support for the teaching and learning process that will include the mechanisms it has in place or will establish in order to enhance what happens in the classroom.

The Professional Development Section describes the structures the LEA has in place or will establish that will enable all staff as well as parents to increase their ability to meet the needs of students so that they achieve the challenging Arizona Academic Standards.

The Coordination Section describes the coordination processes that the LEA has in place or will establish so that the programs for children are cohesive and provide for academic and social needs.

The Accountability and Assessment Section is the other side of the flexibility coin. The assessments for IASA programs will be the same as those given to all Arizona students. This section describes how LEAs will support the assessment for all students, encourage the use of multiple assessments, and establish a continuing process for sharing information regarding achievement with all relevant publics.

All of these components are interrelated and cannot be completed in isolation from one another. Completing the plan requires more extensive dialogue and reflection than has been necessary in the past because the LEA personnel and community will be designing a structure to encourage more creative responses to old questions.

The central thrust of the new legislation is to establish high standards for all students and then to encourage the schools to create the environment that will result in students receiving IASA services meeting those same standards.

All students, including those receiving IASA services, will gain the knowledge and skills that result in meeting the Arizona's Academic Standards if LEAs have designed a plan that:

- supports schools in identifying student needs;
- supports schools in implementing high quality instruction;
- supports high quality professional development to support that instruction;
- supports high quality assessment processes and tools; and
- enhances the coordination among all programs that provide services to students.

The IASA Self-Assessment Tool
Local Education Agency (LEA)
Consolidated Plan
(IASA Title XIV, Section 14305)

PART A: PROGRAM COMPLIANCE

(Check responses agreed on by your self-assessment team.)

		Yes	No	In Progress	Evidence
Section I: Introduction					
1)	The LEA's plan describes identified student needs, and processes and tools used in the identification, specifically detailing:				
	a) academic needs and contributing factors; and b) non - academic needs including high risk factors.				
2)	The plan details measurable academic and non-academic goals for all students to achieve Arizona's Academic Standards including:				
	a) a description of how goals are measured; and b) a description of how goals relate to identified needs.				
3)	The plan specifies LEA resources for meeting the goals, including a listing and a description of federal, state, and community resources.				
4)	The LEA's parent involvement policy:				
	a) is attached to the plan; and b) contains a timeline for adoption/implementation.				

Section II: Support for Instruction

1)	Proposed strategies to ensure that students who are limited English proficient, migratory or formerly migratory, homeless, immigrant or American Indian are able to meet Arizona's Academic Standards:				
	a) includes a description of the strategies; and b) addresses all appropriate populations.				

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(Check responses agreed on by your self-assessment team.)

		Yes	No	In Progress	Evidence
2)	The instructional program is supported by current research, and has strong content and pedagogical components including a description of strategies:				
	a) to support schools so that they can make appropriate instructional choices; and				
	b) that are of sufficient intensity and duration to ensure that students meet Arizona's Academic Standards.				
3)	The LEA describes strategies to coordinate instructional programs in order to increase program effectiveness, eliminate duplication, and reduce fragmentation within the instructional program.				
4)	The LEA details strategies to support preschool and family literacy programs including the coordination of parent/family involvement with programs such as Head Start, Even Start, and state at-risk preschool programs.				

Section III: Professional Development

1)	The plan for professional development is consistent with the needs assessment in contributing to school reform and educational improvement and it aligns goals with student needs.				
2)	The professional development is of sufficient intensity and duration to have lasting impact on student performance.				
3)	The plan describes strategies for training staff to involve parents.				
4)	The plan describes strategies for training teachers on the integration of academic and vocational educational instruction.				
5)	The plan describes strategies for training teachers on the identification of students who require support services.				

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(Check responses agreed on by your self-assessment team.)

Yes No In Progress Evidence

Section IV: Coordination

1)	The plan describes strategies that the LEA uses to coordinate with other LEAs, agencies and groups inside and outside of the state to ensure that migrant, mobile, delinquent, or homeless students are able to enroll, attend and achieve on the same basis as other students.				
a)	The strategies reflect a commitment to develop coordination tactics and reference all students.				
2)	There is a description of strategies to coordinate with health, nutrition, and other services.				
3)	There is a description of strategies to coordinate with prevention services.				

Section V: Accountability and Assessment

1)	The LEA's assessment plan includes:				
a)	a statement or strategies indicating that all students will be assessed; and				
b)	a statement or strategies indicating that the same standards will be applied for all students.				
2)	If appropriate, the LEA describes any additional assessments and/or indicators to be used to determine the success of children in meeting Arizona's Academic Standards.				
3)	The plan references parents, teachers, and students; and describes communication strategies for providing information on student progress to each group.				

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PART B: ASSESSMENT OF NEED FOR TECHNICAL ASSISTANCE ON THE CONSOLIDATED PLAN

1. Assistance is needed for the following components:
(List or specify that no assistance is needed.)

2. The contact person to arrange the assistance is: _____
(Name and Phone Number)

3. The type of assistance needed includes:
(Check all that apply)

- ☐ materials, resources
- ☐ telephone consultation with the SEA or another technical assistance provider
- ☐ professional development
☐ short term ☐ long term
- ☐ expert consultant/distinguished educator
- ☐ school support team assistance
- ☐ facilitation/problem solving by the school improvement team or whole faculty
- ☐ Other _____
(Please specify)

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Title I – Helping Disadvantaged Children Meet High Standards

Authorizing Statute

Public Law 103-382 (*Improving America's Schools Act*)

Target Population

Educationally disadvantaged children attending high poverty schools.

Purpose

The purpose of Title I is to enable schools to provide educationally disadvantaged children the opportunity to meet Arizona's Academic Standards. According to the law, this shall be accomplished by:

- Creating high academic standards for all children;
- Providing an enriched and accelerated educational program, including an increase in the amount and quality of instructional time;
- Promoting schoolwide reform;
- Significantly improving the quality of instruction by providing professional development to teachers and other staff;
- Coordinating with other educational programs and with health and social service programs;
- Providing parents meaningful opportunities for participation in the education of their children, both at home and at school;
- Targeting resources to those schools where needs are the greatest;
- Improving accountability by using the state's assessment system to measure how well children are achieving the Arizona's Academic Standards; and
- Providing greater decision making authority and flexibility to schools and teachers in exchange for greater responsibility for student performance.

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Program Description

Title I is the largest federally funded program for elementary and secondary education. Funds are distributed to LEAs and schools based on numbers of low income children, with the dollars to be used for supplementary services for children who are failing, or at-risk of failing, to meet Arizona's Academic Standards.

Title I schools with a student population that is 50 percent or more low-income may operate a Schoolwide Program. Title I funds can be combined with other IASA funds to improve the overall quality of instruction at the school, and children do not have to be individually identified as Title I eligible. Funds can be used for supplemental instruction, parental involvement activities, coordination activities, and other activities that improve the overall quality of instruction at the school. A schoolwide plan must be developed with the involvement of staff, parents, and community. Program success in a Schoolwide Program is determined by the academic progress of all students in the school.

In schools where less than 50 percent of the student population is low-income, or high poverty schools that do not choose a Schoolwide Program, schools may implement a Targeted Assistance Program. Students who are failing, or at risk of failing, to meet Arizona's Academic Standards are rank ordered, and those with the most educational need are served first. Schools must maintain individual student records documenting services and academic progress for each student served in a Targeted Assistance Program.

Educationally disadvantaged students attending private schools may be eligible for Title I services, although some limitations are in place to maintain the separation of church and state. In addition, there are special programs for children in facilities for the neglected or delinquent, such as group homes, half-way houses, detention facilities, or correctional facilities.

Parameters

- Each LEA must have at least 10 low-income children, and at least two percent of their student body must be low income, to be eligible for Title I funds.
- Each LEA must have an IASA Consolidated Plan on file with ADE prior to receiving Title I funds. Title I funding can then be applied for as part of an IASA Consolidated Application.
- Funds are allocated from the state to LEAs based on the number of children eligible for free lunch (not reduced) under the National Free and Reduced Meal Program. LEAs that do not participate in the National Meal Program can submit alternative data that is equivalent to free lunch data, or extrapolate data from feeder LEAs or schools.

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- LEAs must rank order their schools by low-income levels and prioritize service and funding to schools with higher levels of low-income students. In allocating funds to schools, LEAs select their own definition of “low-income,” which may include eligibility for free and reduced lunch.
- Academic accountability is maintained by measuring how well students are achieving Arizona’s Academic Standards. ADE will be examining selected Stanford 9 test data, as well as data generated by District Assessment Plans, to assist LEAs in identifying schools for improvement.

Collaborating Programs

Title I-B (Even Start), Title I-C (Migrant Education), Title I-D (Neglected and Delinquent), Title II (Eisenhower Professional Development), Title IV (Safe and Drug-Free Schools And Communities), Title VI (Innovative Education Program Strategies), Title VII (Bilingual Education), and Title IX (Indian Education).

Application Process

Non-competitive, formula-based. LEAs must submit data on low-income population in February to receive funds in the following fiscal year. Applications are available in April, due to ADE in May. Amendments must be submitted before March 31. Cash management reports are due based on the size of the LEA and Completion Reports are due 90 days after the end of the project.

Grant Period

The year of each grant runs from July 1 to the following June 30. The fiscal year can be extended to August 30 for LEAs that operate year-round or offer summer school. Carryover funds may be spent over a period of 27 months. LEAs receiving a grant of over \$50,000 have a 15 percent annual limitation on the amount of funds that can be carried over.

Eligible Sub-recipients

Public school districts, including charter schools, and state agencies serving delinquent children.

The IASA Self-Assessment Tool
Local Education Agency (LEA)
LEA Plan — Title I Provisions
(IASA Title I, Section 1112, Part A)

PART A: PROGRAM COMPLIANCE

(Check responses agreed on by your self-assessment team.)

	Yes	No	In Progress	Evidence
1) Teachers, pupil services personnel (e.g., psychologists and counselors), and parents participated in the development of the LEA's consolidated plan.				
2) District staff periodically reviews and revises the plan as necessary to reflect changes in strategies and programs.				
3) Plan Provisions: The plan includes a description of:				
a) assessments the LEA will use to determine the success of children served by Title I;				
b) additional assessments (if any) to use to diagnose teaching and learning and/or program needs;				
c) the strategy the LEA will use to provide professional development;				
d) the way the LEA will coordinate and integrate Title I services with other educational programs such as:				
1) Even Start, Head Start, and other preschool programs including plans for the transition of students to local elementary school programs; and				
2) services for the following children: with limited English proficiency, with disabilities, migratory children, neglected or delinquent youth, youth at risk of dropping out, homeless children, or immigrant children.				
e) the poverty criteria that the LEA will use to select school attendance areas;				

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(Check responses agreed on by your self-assessment team.)

		Yes	No	In Progress	Evidence
f)	how teachers in consultation with parents, administrators, and pupil services personnel in targeted assistance schools will identify the children most in need of services;				
g)	the nature of the programs to be provided including schoolwide programs, targeted assistance programs, and where appropriate, educational services for children living in institutions for neglected or delinquent children or community day programs, and for eligible homeless programs;				
h)	ways in which the LEA will ensure that migratory children and formerly migratory children who are eligible to receive services are selected on the same basis as other children served under Title I; and				
i)	where appropriate, a description of how the LEA will use funds to support preschool programs for children, particularly children participating in a Head Start or Even Start program.				
4) Assurances					
a) The LEA has met the requirements to:					
1)	inform eligible schools and parents of schoolwide program authority;				
2)	provide technical assistance and support to schoolwide programs;				
3)	work in consultation with schools, as schools have developed schoolwide plans or targeted assistance plans, so that each school can make adequate progress toward meeting Arizona's Academic Standards;				
4)	fulfill its school improvement responsibilities including identification of schools in need of improvement and appropriate interventions;				
5)	coordinate and collaborate with other agencies providing services to children, youth, and families including health and social services;				

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(Check responses agreed on by your self-assessment team.)

	Yes	No	In Progress	Evidence
6) provide services to eligible children attending private elementary and secondary schools and provide timely and meaningful consultation with private school officials regarding such services;				
7) take into account the experience of model programs for the educationally disadvantaged; and				
8) ensure that early childhood services provided with Title I funds comply with Head Start performance standards.				

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PART B: ASSESSMENT OF NEED FOR TECHNICAL ASSISTANCE ON THE LEA PLAN, TITLE I PROVISIONS

1. Assistance is needed for the following components:
(List or specify that no assistance is needed.)

2. The contact person to arrange the assistance is:

(Name and Phone Number)

3. The type of assistance needed includes:
(Check all that apply)

- ☐ materials, resources
- ☐ telephone consultation with the SEA or another technical assistance provider
- ☐ professional development
☐ short term ☐ long term
- ☐ expert consultant/distinguished educator
- ☐ school support team assistance
- ☐ facilitation/problem solving by the school improvement team or whole faculty
- ☐ Other _____

(Please specify)

The IASA Self-Assessment Tool
Local Education Agency (LEA)
Eligible School Attendance Areas
(IASA Title I, Part A, Section 1113)

PART A: PROGRAM COMPLIANCE

(Check responses agreed on by your self-assessment team.)

	Yes	No	In Progress	Evidence
1) Title I funds serve only students from eligible attendance areas.				
2) If Title I funds are insufficient to serve all eligible areas, the LEA targets funds to attendance areas where the concentration of children from low income families exceeds 75%.				
3) The LEA serves students from eligible attendance areas in rank order from the highest percentage of impoverished children to the lowest.				
4) If funds remain after distribution to areas where the concentration of poverty students exceeds 75%, the LEA annually ranks the remaining eligible school attendance areas from highest to lowest, using grade span or the percentage of children from low income families within the LEA as a whole.				
5) The LEA has a specific measure of poverty in order to:				
a) identify eligible attendance areas;				
b) determine the ranking of each area; and				
c) determine the allocation of funds under Title I.				

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PART B: ASSESSMENT OF NEED FOR TECHNICAL ASSISTANCE ON ELIGIBLE SCHOOL ATTENDANCE AREAS

1. Assistance is needed for the following components:
(List or specify that no assistance is needed.)

2. The contact person to arrange the assistance is: _____
(Name and Phone Number)

3. The type of assistance needed includes:
(Check all that apply)

- ☐ materials, resources
- ☐ telephone consultation with the SEA or another technical assistance provider
- ☐ professional development
☐ short term ☐ long term
- ☐ expert consultant/distinguished educator
- ☐ school support team assistance
- ☐ facilitation/problem solving by the school improvement team or whole faculty
- ☐ Other _____
(Please specify)

The IASA Self-Assessment Tool
Schoolwide Programs
(IASA Title I, Part A, Section 1114)

PART A: PROGRAM COMPLIANCE

(Check responses agreed on by your self-assessment team.)

	Yes	No	In Progress	Evidence
1) The school engaged in a year long process to develop our schoolwide program and included teachers, principals, parents, students services staff (if appropriate) and others in its development.				
2) The schoolwide program plan includes the following components:				
a) A comprehensive needs assessment for the entire school.				
b) Schoolwide reform strategies that provide opportunities for all children to meet the state's proficient and advanced levels of student performance.				
c) Instructional strategies that:				
1) increase the amount and quality of learning time (e.g., before and after school and summer learning programs);				
2) help provide an enriched and accelerated curriculum;				
3) meet the educational needs of historically under served populations (e.g., women and girls); and				
4) address the needs of all children in the school.				
d) Ways to assess how the school will determine if the needs have been met.				
d) Descriptions of how the school will provide both individual student assessment results and an interpretation of those results to parents of children who participate in the assessments.				
e) Collection of achievement and assessment results that are broken down by gender, major ethnic or racial groups, limited English proficiency status, migrant students, and by children with disabilities. (The data from special populations are compared with that of other students. Data for economically disadvantaged students are compared with that of students who are not economically disadvantaged.)				

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(Check responses agreed on by your self-assessment team.)

	Yes	No	In Progress	Evidence
f) Statistically sound results for disaggregated assessments through the use of over-sampling or other means.				
g) Public reporting of disaggregated data only when such reporting is statistically sound.				
3) The schoolwide program plan is consistent with and designed to implement the LEA and/or school improvement plans.				
4) Instruction is provided by highly qualified staff.				
5) Professional development is provided for teachers, aides, and other staff.				
6) The schoolwide program plan includes strategies to increase parent involvement.				
7) The schoolwide program plan addresses preschool transition from early childhood programs to elementary programs, if applicable.				
8) The plan has strategies to include teachers in decisions about assessments to improve both student performance and the instructional program.				
9) The plan specifies activities to ensure that students who have difficulty meeting Arizona's Academic Standards receive assistance that includes:				
a) the identification of students' difficulties on a timely basis with sufficient information to develop effective assistance;				
b) training for teachers in the identification of difficulties and the provision of assistance to individual students;				
c) parent-teacher conferences that discuss what the school will do to help the student meet the standards; what parents can do to help the student improve his/her performance; and additional assistance that may be available to the student.				
10) Assistance is received from a school support team or outside technical assistance provider in the development of the plan.				

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(Check responses agreed on by your self-assessment team.)

	Yes	No	In Progress	Evidence
11) The plan also:				
a) lists the resources the school will use, including Title I and other sources, to implement the components of a schoolwide program.				
b) includes a list of state and local education agency programs that will be part of the schoolwide program and;				
c) contains mechanisms to:				
1) be reviewed and revised as necessary;				
2) be available to the LEA, the public, and parents;				
3) have its contents translated into languages that a significant percentage of our families speak; and				
4) (as appropriate) have been developed in coordination with programs under school-to-work opportunities, Carl D. Perkins, Applied Technology Act, and the National and Community Service Act.				
12) The Title IX Parent Advisory Committee has:				
a) reviewed the program in a timely fashion; and				
b) determined that the program will not diminish the availability of culturally related activities for American Indians.				

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PART B: ASSESSMENT OF NEED FOR TECHNICAL ASSISTANCE ON SCHOOLWIDE PROGRAM COMPONENTS

1. Assistance is needed for the following components:
(List or specify that no assistance is needed.)

2. The contact person to arrange the assistance is: _____
(Name and Phone Number)

3. The type of assistance needed includes:
(Check all that apply)

- ☐ materials, resources
- ☐ telephone consultation with the SEA or another technical assistance provider
- ☐ professional development
☐ short term ☐ long term
- ☐ expert consultant/distinguished educator
- ☐ school support team assistance
- ☐ facilitation/problem solving by the school improvement team or whole faculty
- ☐ Other _____
(Please specify)

The IASA Self-Assessment Tool
Targeted Assistance Programs
(IASA Title I, Part A, Section 1115)

PART A: PROGRAM COMPLIANCE

<i>(Check responses agreed on by your self-assessment team.)</i>		Yes	No	In Progress	Evidence
1)	There are specific criteria to ensure that students who are most at risk of failing to meet Arizona's Academic Standards are served first.				
2)	The program is based on effective means for improving achievement of children.				
3)	Planning for children served in the program is part of existing school planning efforts.				
4)	Staff use effective instructional strategies that:				
	a) give primary consideration to providing extended learning time such as extended year, before and after school, summer programs and opportunities;				
	b) help provide an accelerated, high quality curriculum, including applied learning; and				
	c) minimize movement of children from the regular classroom during regular hours for instruction.				
5)	The targeted assistance program coordinates with and provides support to the regular education program through the use of strategies such as:				
	a) counseling, mentoring and other pupil services;				
	b) college and career awareness preparation;				
	c) services to prepare students for the transition from school to work; and				
	d) services to assist preschool children in the transition from early childhood programs to elementary programs.				
6)	We have provisions for ensuring instruction by highly qualified staff including instructional assistants.				

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(Check responses agreed on by your self-assessment team.)

	Yes	No	In Progress	Evidence
7) We use a variety of resources to provide professional development for administrators, teachers and other school staff working with Title I students.				
8) Strategies are in place to increase parental involvement.				
9) We periodically review children's progress and revise the targeted assistance program if necessary to assist students to meet Arizona's Academic Standards.				
10) We provide:				
a) training for teachers in the identification of children; and				
b) training for teachers in the implementation of performance standards in the classroom.				
11) Title I personnel:				
a) participate in general professional development and school planning activities; and				
b) as appropriate to our program design, collaboratively teach with regular classroom teachers, if such collaborative teaching directly benefits Title I children.				

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PART B: ASSESSMENT OF NEED FOR TECHNICAL ASSISTANCE ON TARGETED ASSISTANCE PROGRAMS

1. Assistance is needed for the following components:
(List or specify that no assistance is needed.)

2. The contact person to arrange the assistance is:

(Name and Phone Number)

3. The type of assistance needed includes:
(Check all that apply)

- ☐ materials, resources
- ☐ telephone consultation with the SEA or another technical assistance provider
- ☐ professional development
☐ short term ☐ long term
- ☐ expert consultant/distinguished educator
- ☐ school support team assistance
- ☐ facilitation/problem solving by the school improvement team or whole faculty
- ☐ Other _____

(Please specify)

The IASA Self-Assessment Tool
LEA and School Assessment and Improvement
(IASA Title I, Part A, Section 1116)

PART A: PROGRAM COMPLIANCE

(Check responses agreed on by your self-assessment team.)

	Yes	No	In Progress	Evidence
Local Review				
1) The LEA uses the state assessment and any additional measures or indicators described in the local plan to conduct an annual review of each school receiving Title I funds.				
2) The LEA publicizes and disseminates the results of the review to teachers and other staff, parents, students, and the community.				
3) The results of the review are statistically sound and disaggregated in school performance profiles.				
4) The LEA provides the results of the review to schools so that school staff can continually refine and improve the instructional program.				
Designation of Distinguished Schools				
1) In cooperation with the state, the LEA designates distinguished schools.				
School Improvement				
1) The LEA identifies for school improvement any school that:				
a) has been identified for improvement for at least two consecutive years; and				
b) has not made adequate progress as defined by the state plan.				
2) The LEA provides an opportunity for these schools to review the school level data, including assessment data on which the identification was based.				
3) The LEA provides technical assistance to schools as they develop, implement, or review a school plan.				

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(Check responses agreed on by your self-assessment team.)

	Yes	No	In Progress	Evidence
4) If appropriate and necessary, the LEA takes corrective action against any school that continually fails to make adequate progress during the third year following its designation as a school in need of improvement.				
5) If the state designates the LEA as in need of school improvement, the LEA develops or revises its LEA plan to improve the performance of schools.				
6) The revision of the plan is accomplished in consultation with school, parents, and educational experts.				
7) The revision of the plan includes an analysis of obstacles to increased achievement, and may include a review of the plan in the context of strategies developed by the state under the Goals 2000: Educate America Act.				

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PART B: ASSESSMENT OF NEED FOR TECHNICAL ASSISTANCE ON SCHOOL ASSESSMENT AND IMPROVEMENT

1. Assistance is needed for the following components:
(List or specify that no assistance is needed.)

2. The contact person to arrange the assistance is:

(Name and Phone Number)

3. The type of assistance needed includes:
(Check all that apply)

- ☐ materials, resources
- ☐ telephone consultation with the SEA or another technical assistance provider
- ☐ professional development
☐ short term ☐ long term
- ☐ expert consultant/distinguished educator
- ☐ school support team assistance
- ☐ facilitation/problem solving by the school improvement team or whole faculty
- ☐ Other

- (Please specify)

The IASA Self-Assessment Tool
Local Education Agency (LEA)
Parental Involvement
(IASA Title I, Part A, Section 1118)

PART A: PROGRAM COMPLIANCE

(Check responses agreed on by your self-assessment team.)

		Yes	No	In Progress	Evidence
Local Education Agency Policy					
1)	The LEA involves parents of Title I students in planning and implementing Title I program activities.				
2)	The LEA has a written parent involvement policy that was jointly developed with parents, agreed to by the parents, and disseminated to parents.				
3)	The policy establishes expectations for parent involvement and describes how the LEA will:				
a)	involve parents in the joint development of the schoolwide or targeted assistance program plans and in the process of school review and improvement;				
b)	provide the necessary coordination, technical assistance and other support to assist schools in planning and implementing effective parent involvement;				
c)	build the schools' and parents' capacity for strong parent involvement;				
d)	coordinate with other parent involvement programs, (e.g., Head Start and Even Start, Parents as Teachers Programs, the Home Instruction Program for Preschool Youngsters and state run preschool programs);				
e)	conduct an annual evaluation of the content and effectiveness of the parental involvement program with parents to:				
1)	examine parent involvement participation and program quality; and				
2)	identify barriers to increasing parental involvement.				

The IASA Self-Assessment Tool

(Check responses agreed on by your self-assessment team.)

	Yes	No	In Progress	Evidence
Reservation of Funds				
1) The LEA reserves not less than 1% of its allocation to implement the parental involvement requirements.				
2) Parents participate in the decisions regarding the allocation of reserved funds for parent involvement activities.				
Building Capacity for Involvement				
1) The LEA builds capacity for parents by:				
a) providing assistance to parents in understanding the National Education Goals, Arizona's Academic Standards, state and local assessments, the requirements for parent involvement and how to monitor a child's progress and work with educators to improve the performance of their children, and information on how parents can participate in decisions relating to the education of their children;				
b) providing materials and training, such as family literacy to help parents work with their children to improve their children's achievement;				
c) educating teachers, pupil services personnel, principals, and other staff, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between home and school;				
d) coordinating and integrating parent involvement programs and activities with those of early childhood programs, where feasible and appropriate;				
e) developing appropriate roles for community-based organizations and businesses in parent involvement activities, including providing information about opportunities for organizations and businesses to work with parents and schools, and encouraging the formation of partnerships between elementary, middle, and secondary schools and local businesses that include a role for parents;				

The IASA Self-Assessment Tool

(Check responses agreed on by your self-assessment team.)

		Yes	No	In Progress	Evidence
f)	conducting other activities, as appropriate and feasible, such as parent resource centers and providing opportunities for parents to learn about child development and child rearing issues;				
	g) providing any other reasonable support for parental involvement activities as parents may request; and				
	h) providing full opportunities for the participation of parents with limited English proficiency or with disabilities, including the provision of information and school profiles in a language and form that the parents understand.				
2)	This LEA assists parents and parent organizations by:				
	a) informing them of the state parent information and resources centers (PIRCs);				
	b) providing parents and parent organizations with a description of the services and programs provided by the PIRCs; and				
	c) advising parents on how to use the centers and helping parents to contact the centers.				

The IASA Self-Assessment Tool

PART B: ASSESSMENT OF NEED FOR TECHNICAL ASSISTANCE ON LEA PARENT INVOLVEMENT PROGRAM

1. Assistance is needed for the following components:
(List or specify that no assistance is needed.)

2. The contact person to arrange the assistance is: _____
(Name and Phone Number)

3. The type of assistance needed includes:
(Check all that apply)

- ☐ materials, resources
- ☐ telephone consultation with the SEA or another technical assistance provider
- ☐ professional development
☐ short term ☐ long term
- ☐ expert consultant/distinguished educator
- ☐ school support team assistance
- ☐ facilitation/problem solving by the school improvement team or whole faculty
- ☐ Other _____

(Please specify)

The IASA Self-Assessment Tool
School Self-Assessment
School Parental Involvement
(IASA Title I, Part A, Section 1118)

PART A: PROGRAM COMPLIANCE

<i>(Check responses agreed on by your self-assessment team.)</i>		Yes	No	In Progress	Evidence
1)	The school has a written Parent Involvement Policy that is reviewed annually for effectiveness. Date of last review _____				
2)	The policy was jointly developed with and is available to parents.				
3)	The policy sets expectations for parental involvement and describes joint school-parent development and review of the school's educational program.				
4)	The school has a School-Parent Compact that:				
	a) describes the school's responsibilities for high quality curriculum and instruction;				
	b) describes the home's responsibility to support the child's learning;				
	c) describes the child's responsibility for learning; and				
	d) addresses on-going opportunities for meaningful parent-teacher communications.				
5)	The school convenes an annual parent meeting to explain the Federal IASA program requirements and parents' role in the reviewing and improving programs.				
6)	The principal sends a letter to the home of all participating students identifying the reason for and description of Title I services provided (targeted assistance schools only).				
7)	The school provides parents with:				
	a) results of their child's assessment and academic progress;				
	b) a description of the curriculum; and				
	c) timely responses to their concerns and suggestions.				

The IASA Self-Assessment Tool

(Check responses agreed on by your self-assessment team.)

		Yes	No	In Progress	Evidence
8)	The school implements strategies to build capacity for family involvement including:				
	a) help for parents to understand the National Education Goals, the Arizona's Academic Standards, state and local assessments, how to monitor a child's progress and work with educators to improve the performance of their children, and how parents can participate in decisions relating to the education of their children;				
	b) materials to work with students at home;				
	c) parent activities, such as resource centers;				
	d) parent programs, such as adult literacy programs;				
	e) coordination with other programs, activities, and the community;				
	f) provisions for transportation and child care as appropriate; and				
	g) information provided in the language parents understand.				

The IASA Self-Assessment Tool

PART B: ASSESSMENT OF NEED FOR TECHNICAL ASSISTANCE ON SCHOOL PARENTAL INVOLVEMENT PROGRAMS

1. Assistance is needed for the following components:
(List or specify that no assistance is needed.)

2. The contact person to arrange the assistance is:

(Name and Phone Number)

3. The type of assistance needed includes:
(Check all that apply)

- ☐ materials, resources
- ☐ telephone consultation with the SEA or another technical assistance provider
- ☐ professional development
☐ short term ☐ long term
- ☐ expert consultant/distinguished educator
- ☐ school support team assistance
- ☐ facilitation/problem solving by the school improvement team or whole faculty
- ☐ Other _____
(Please specify)

The IASA Self-Assessment Tool
Local Education Agency (LEA)
Professional Development —Title I Provisions
(Title I, Part A, Section 1119)

PART A: PROGRAM COMPLIANCE

<i>(Check responses agreed on by your self-assessment team.)</i>		Yes	No	In Progress	Evidence
1)	The LEA provides high quality professional development that improves teaching and learning.				
2)	Required professional development activities:				
	a) support instructional practices that are geared toward helping students meet Arizona's Academic Standards;				
	b) create a school environment conducive to high achievement in the academic subjects;				
	c) support LEA and site plans;				
	d) draw on resources from multiple sources;				
	e) where appropriate, include strategies for developing curricula and teaching methods that integrate academic and vocational instruction (including applied learning and team teaching strategies); and				
	f) include strategies for identifying and eliminating gender, cultural, and racial bias in instructional materials, methods, and practices.				
3)	This LEA provides the following (optional) professional activities: (mark all that apply)				
	a) instruction in the use of assessments;				
	b) instruction in ways that teachers, principals, pupil services personnel, and school administrators may work more effectively with parents;				

The IASA Self-Assessment Tool

(Check responses agreed on by your self-assessment team.)

	Yes	No	In Progress	Evidence
c) partnerships with institutions of higher education to establish school-based teacher training programs that provide prospective and novice teachers with an opportunity to work under the guidance of experienced teachers and college faculty;				
d) instruction in technology use;				
e) the creation of career ladder programs for paraprofessionals and providing assistance to them to obtain the education necessary to become licensed and certified teachers;				
f) instruction in ways to teach special needs children;				
g) instruction in gender equitable education methods, techniques, and practices;				
h) joint professional development activities involving personnel in other programs (i.e., Head Start, Even Start, or state-run preschool programs); and				
i) instruction in experiential-based teaching methods such as service-learning.				
4) Professional development activities provide opportunities for all staff to participate.				
5) The LEA provides opportunities for parents to participate in professional development activities if schools determine that parental participation is appropriate.				
6) If appropriate, the LEA makes arrangements with consortia, other LEAs, educational service agencies, institutions of higher education, or other public or private institutions or organizations to implement professional development activities.				
7) The LEA combines funds from Title I with multiple sources (e.g., Title II, Title III, Goals 2000 and other sources) to provide professional development.				

The IASA Self-Assessment Tool

(Check responses agreed on by your self-assessment team.)

	Yes	No	In Progress	Evidence
8) The LEA ensures that instructional aides:				
a) possess knowledge and skills sufficient to assist children in meeting the educational goals;				
b) have a diploma or recognized equivalent, or can earn either within 2 years of employment;				
c) are under direct supervision of a teacher; and				
d) when feasible, are included in professional development activities.				

The IASA Self-Assessment Tool

PART B: ASSESSMENT OF NEED FOR TECHNICAL ASSISTANCE ON TITLE I PROFESSIONAL DEVELOPMENT

1. Assistance is needed for the following components:
(List or specify that no assistance is needed.)

2. The contact person to arrange the assistance is: _____
(Name and Phone Number)

3. The type of assistance needed includes:
(Check all that apply)

- ☐ materials, resources
- ☐ telephone consultation with the SEA or another technical assistance provider
- ☐ professional development
☐ short term ☐ long term
- ☐ expert consultant/distinguished educator
- ☐ school support team assistance
- ☐ facilitation/problem solving by the school improvement team or whole faculty
- ☐ Other _____
(Please specify)

The IASA Self-Assessment Tool
Local Education Agency (LEA)
Participation of Children Enrolled in Private Schools
(IASA Title 1, Part A, Section 1120)

PART A: PROGRAM COMPLIANCE

(Check responses agreed on by your self-assessment team.)

		Yes	No	In Progress	Evidence
1)	The LEA provides services to children enrolled in private elementary and secondary schools on an equitable basis after timely and meaningful consultation with private school staff.				
2)	Services and other benefits (i.e., materials and equipment) are non-sectarian in nature.				
3)	Services and benefits for eligible private school children are equitable to those of public school children.				
4)	Expenditures of funds for educational services and other benefits to eligible private school children are equal to the proportion of funds allocated for eligible attendance areas.				
5)	District staff consult with appropriate private school officials during the design and development of Title I programs on issues such as:				
	a) how the children's needs will be identified;				
	b) what services will be offered;				
	c) how and where the services will be provided;				
	d) how the services will be assessed;				
	e) the size and scope of the equitable services to be provided to the eligible private school children, and the proportion of funds allocated;				
	f) service delivery mechanism the LEA uses to provide equitable services to eligible private school children.				
6)	The public LEA has records of the use of public funds, titles to materials, and property purchased with Title I funds.				
7)	Services provided to eligible private school students are provided by employees of a public agency or through contract by such public agency with an individual, association, agency, or organization.				

The IASA Self-Assessment Tool

(Check responses agreed on by your self-assessment team.)

	Yes	No	In Progress	Evidence
8) Employees serving private school students are not affiliated with the private school or religious organizations, and the LEA provides supervision of employees of the LEA who provide services to private school students.				

The IASA Self-Assessment Tool

PART B: ASSESSMENT OF NEED FOR TECHNICAL ASSISTANCE ON PARTICIPATION OF CHILDREN IN PRIVATE SCHOOLS

1. Assistance is needed for the following components:
(List or specify that no assistance is needed.)

2. The contact person to arrange the assistance is: _____

(Name and Phone Number)

3. The type of assistance needed includes:
(Check all that apply)

☐

materials, resources

☐

telephone consultation with the SEA or another technical assistance provider

☐

professional development

☐

short term

☐

long term

☐

expert consultant/distinguished educator

☐

school support team assistance

☐

facilitation/problem solving by the school improvement team or whole faculty

☐

Other

(Please specify)

The IASA Self-Assessment Tool
Local Education Agency (LEA)
Coordination Requirements
(IASA Title I, Part A, Section 1120B)

PART A: PROGRAM COMPLIANCE

(Check responses agreed on by your self-assessment team.)

		Yes	No	In Progress	Evidence
A.	General Requirements To the extent feasible and appropriate, the LEA implements coordination activities.				
B.	Activities The LEA implements activities to increase the coordination with Head Start and other early childhood programs including such activities as:				
	1) developing and implementing a systematic procedure for receiving records;				
	2) establishing channels of communication between school staff and their counterparts in early childhood staff in Head Start agencies or other early childhood development programs;				
	3) conducting meetings involving parents, school teachers and Head Start teachers, and teachers from other early childhood development programs, to discuss the developmental and other needs of individual children; and				
	4) organizing and participating in joint training of school staff, Head Start staff, and other early childhood staff to facilitate transition to LEA elementary schools.				

The IASA Self-Assessment Tool

PART B: ASSESSMENT OF NEED FOR TECHNICAL ASSISTANCE ON COORDINATION REQUIREMENTS

1. Assistance is needed for the following components:
(List or specify that no assistance is needed.)

2. The contact person to arrange the assistance is:

(Name and Phone Number)

3. The type of assistance needed includes:
(Check all that apply)

☐

materials, resources

☐

telephone consultation with the SEA or another technical assistance provider

☐

professional development

☐

short term

☐

long term

☐

expert consultant/distinguished educator

☐

school support team assistance

☐

facilitation/problem solving by the school improvement team or whole faculty

☐

Other

(Please specify)

The IASA Self-Assessment Tool

Title II-Dwight D. Eisenhower Professional Development

Authorizing Statute

Public Law 103-382 (*Improving America's Schools Act*)

Target Population

Teachers and other staff when appropriate.

Purpose

The Title II Program of the *Improving America's Schools Act (IASA)* promotes the development of teachers' and other staff members' knowledge and skills in designing and implementing instructional strategies to enhance student achievement of Arizona's Academic Standards.

Program Description

Title II of the IASA (Dwight D. Eisenhower Professional Development Program) is designed to improve the teaching and learning of all students. State and local educational agencies and institutions of higher education with teacher education programs help to ensure that teachers, and where appropriate other staff and administrators, have access to sustained and intensive high-quality professional development that is aligned to challenging state academic standards. In addition to being tied to Arizona's Academic Standards, Title II is to be research-based, include academic content and pedagogy, and include effective strategies for meeting the needs of diverse students.

Title II provides technical assistance and monies that promote the purposes of Title II to local educational agencies through an entitlement formula based on public and private school enrollment and Title I membership. Local expenditures are reviewed for meeting with applicable rules and regulations.

Each LEA has a Consolidated Plan with a section focusing on professional development. When designing professional development activities using Title II funds, LEA and school personnel should use the Consolidated Plan as the basis for decision making. LEA and school academic goals should be the focus of professional development for Title II purposes.

The IASA Self-Assessment Tool

Planners should use the following questions to guide the planning:

1. What are student needs as identified in the LEA Consolidated Plan?
2. What goals has the LEA set based on those needs?
3. What are the instructional needs of the teachers based on meeting those goals?
4. What professional development program will address the instructional needs of the teachers?

More guidance for Title II is provided under *Mission and Principles of Professional Development*, available from the U.S. Department of Education.

Parameters

- Districts are to reserve 80 percent of the funds for professional development of school-level staff in a manner that is determined by teachers and other school staff and, to the extent practicable, takes place at the school site. The remaining 20 percent may support LEA professional development activities.
- For 1999-2000 budget year, LEAs are to use at least 75 percent of the funds for professional development in mathematics and/or science. The remaining funds can be spent on any of the core academic subjects.
- A portion of the funds for professional development (33 percent) must come from other sources.
- Funds are to be used for professional development, **not the purchase of class or library materials or equipment.**
- Professional development activities should be sustained and of high quality. The activities should be integrated into the daily life of the school, moving beyond the one-shot workshops.

Collaborating Programs

Title I, Title VI, Title IV.

Application Process

Applications are non-competitive and available in April, submitted in May. Amendments may be submitted in the fall and before March 31. Cash management forms are due based on the size of the LEA and completion reports are due 90 days after the end of the project.

The IASA Self-Assessment Tool

Grant Period

The year of the grant runs from July 1 to June 30. The original grant year can be extended to September 30. Carryover funds may be spent over a period of 27 months.

Eligible Sub-recipients

Public schools, including charter schools, and private schools.

The IASA Self-Assessment Tool
Local Education Agency (LEA)
Dwight D. Eisenhower Professional Development Program
(IASA Title II, Section 2208)

PART A: PROGRAM COMPLIANCE

(Check responses agreed on by your self-assessment team.)

	Yes	No	In Progress	Evidence
1) Local Application				
a) The LEA submitted an application as either a single LEA or as part of a consortium.				
b) The application demonstrated coordination with other Title programs in the Improving America's Schools Act.				
c) The LEA set specific performance indicators for improving teaching and learning through professional development.				
2) Needs Assessment				
a) The LEA application included an assessment of local needs for professional development.				
b) The needs assessment was developed with the extensive participation of staff including administrators, pupil services personnel, and teachers representative of various grade spans.				
3) Application Contents				
The LEA's professional development plan:				
a) focused on teaching and learning in the core academic subjects;				
b) was developed with extensive participation of administrators, staff, and pupil services personnel, and teachers representative of the grade spans within schools to be served and of schools which receive assistance under of Title I, Part A;				
c) remains in effect as long as the LEA receives Title II funds; and				

The IASA Self-Assessment Tool

(Check responses agreed on by your self-assessment team.)

	Yes	No	In Progress	Evidence
d) is periodically reviewed and revised as necessary to reflect changes in the LEA's Title II strategies and programs.				
4) Contents of Plan				
Based on the required needs assessments, the LEA's plan:				
a) includes a description of how the plan contributes to the LEA's overall efforts for school reform and educational improvement;				
b) includes a description of how the activities funded by Title II address the needs of teachers in schools receiving Title I, Part A funds;				
c) aligns with Arizona's Academic Standards				
d) describes a strategy, tied to Arizona's Academic Standards, consistent with the required needs assessment;				
e) is of sufficient intensity and duration to have a positive and lasting impact on students' performance in the classroom;				
f) describes how programs in all core academic subjects, especially mathematics and science, take into account the need for greater access and participation by students from historically underrepresented groups, including girls and women, minorities, individuals with limited English proficiency, the economically disadvantaged, and individuals with disabilities, by incorporating pedagogical strategies and techniques that meet those individuals' educational needs;				
g) assures that activities conducted with Title II funds are assessed at least every three years using the performance indicators;				
h) describes how the Title II program is coordinated, as appropriate, with:				
1) activities conducted and other services of institutions of higher education;				
2) similar state and local activities;				

The IASA Self-Assessment Tool

(Check responses agreed on by your self-assessment team.)

		Yes	No	In Progress	Evidence
3)	Title I, Part A programs and other provisions of the Improving America's Schools Act;				
4)	resources from business, industry, public and private nonprofit organizations including museums, libraries, educational television stations, community-based organizations, professional organizations and associations specializing in, or with a demonstrated expertise in the core academic subjects;				
5)	funds or programming from other federal agencies, such as the National Science Foundation, the Department of Energy, the Department of Health and Human Services, the Institute of Museum Services, the National Endowment for the Arts;				
6)	services of educational service agencies; and				
7)	resources provided under the Individuals with Disabilities Education Act (IDEA);				
i)	identifies the sources of funding that will provide the LEA's contribution under requirements for local cost sharing, and;				
j)	describes the professional development strategies to be employed to involve parents more fully and effectively in the education of their children.				
5)	The plan is periodically reviewed and revised as necessary to reflect changes in the LEA's Title II strategies and programs.				

The IASA Self-Assessment Tool
Local Education Agency (LEA)
Dwight D. Eisenhower Professional Development Program
(IASA Title II, Section 2209)

PART A: PROGRAM COMPLIANCE

(Check responses agreed on by your self-assessment team.)

	Yes	No	In Progress	Evidence
1) The LEA provides not less than 33% of the cost of the Title II professional development activities <i>(excluding the costs of services provided to private school teachers)</i> through one or more of the following:				
a) Cash expenditures from non-federal sources, including private contributions, directed toward professional development activities.				
b) Release time for teachers participating in professional development.				
c) Funds from the following programs, providing that the funds are used for professional development activities that meet the intents and purposes for statutes under which these funds were received, and are used to benefit students and teachers in schools that otherwise would have been served with these funds:				
1) helping disadvantaged children meet high standards under Part A of Title I;				
2) the Safe and Drug-Free Schools and Communities program under Title IV;				
3) Bilingual Education Programs under part A of Title VII;				
4) programs under the Women's Educational Equity Act of 1994;				

The IASA Self-Assessment Tool

(Check responses agreed on by your self-assessment team.)

		Yes	No	In Progress	Evidence
5)	programs that are related to the purposes of Title II that are administered by other federal agencies, including the National Science Foundation, the National Endowment for the Humanities, the National Endowment for the Arts, the Institute of Museum Services, and the Department of Energy; and				
6)	programs under the Individuals with Disabilities Education Act.				

The IASA Self-Assessment Tool
Local Education Agency (LEA)
Self-Assessment Tool
Dwight D. Eisenhower Professional Development Program
(IASA Title II, Section 2210)

PART A: PROGRAM COMPLIANCE

(Check responses agreed on by your self-assessment team.)

	Yes	No	In Progress	Evidence
1) The LEA uses not less than 80% of Title II funds for professional development in a manner that:				
a) is determined by teachers and staff;				
b) to the extent practicable, takes place at the individual school site;				
c) is consistent with requirements of the local educational agency's application, school plans under part A of Title I, and any other plan for professional development carried out with federal, state, or local funds that emphasizes sustained, ongoing activities; and				
d) uses no more than 20% of its Title II funds for LEA level professional development activities.				
2) The LEA uses Title II funds to give teachers and administrators the knowledge and skills to provide students with the opportunity to meet Arizona's Academic Standards.				
3) The LEA's professional development activities:				
a) are tied to Arizona's Academic Standards;				
b) take into account recent research on teaching and learning;				
c) provide professional development that incorporates effective strategies, techniques, methods, and practices for meeting the educational needs of diverse groups of students, including girls and women, minorities, individuals with disabilities, limited English proficient individual, and economically disadvantaged individuals;				
d) include strong academic content and pedagogical components; and				
e) are of sufficient intensity and duration to have a positive and lasting impact on teachers' performance in the classroom.				

The IASA Self-Assessment Tool

(Check responses agreed on by your self-assessment team.)

	Yes	No	In Progress	Evidence
4) The LEA uses Title II funds for such activities as:				
a) professional development for teams of teachers, and where appropriate, administrators, pupil services personnel, or other staff from individual schools, to support teaching consistent with the Arizona's Academic Standards;				
b) support and time, which may include teacher release time with pay, and where appropriate, pupil services personnel and other school staff, to participate in professional development in the core academic subjects that are offered through professional associations, universities, community-based organizations, and other providers, such as educational partnership organizations, science centers, and museums;				
c) activities that provide follow up for teachers who participated in professional development activities designed to ensure that the knowledge and skills are implemented in the classroom;				
d) support for partnerships between schools, consortia of schools, local educational agencies, and/or institutions of higher education, including schools of education, that encourage:				
1) teachers to participate in intensive, ongoing professional development programs, both academic and pedagogical, at institutions of higher education; and				
2) students at institutions of higher education studying to become teachers to have direct, practical experience at schools;				
e) the establishment and maintenance of local professional networks that provide a forum for interaction and allow exchange of information on advances in content and pedagogy;				
f) preparing teachers in the effective use of educational technology and assistive technology as instructional tools for increasing student understanding of the core academic subjects;				

The IASA Self-Assessment Tool

(Check responses agreed on by your self-assessment team.)

		Yes	No	In Progress	Evidence
g)	professional development to help teachers, and if appropriate, pupil services personnel and other school staff, to ensure that girls and young women, minorities, limited English proficient students, individuals with disabilities, and the economically disadvantaged have full opportunity to achieve the challenging State content and performance standards in the core academic subjects;				
h)	professional development and recruitment activities designed to increase the number of minorities, individuals with disabilities, and females teaching in the core academic subjects in which these individuals are underrepresented; and the numbers of women and members of other underrepresented groups who are science and mathematics teachers, using programs such as career ladder that assist educational paraprofessionals to obtain teaching credentials in the core academic subjects;				
i)	providing financial or other incentives for teachers to become certified by nationally recognized professional teacher enhancement programs;				
j)	support and time for teachers, and if appropriate, pupil services personnel and other school staff to learn and implement effective collaboration for instruction of children with disabilities in the core academic subject areas;				
k)	preparing teachers, and if appropriate, pupil services personnel to work with parents and families on fostering student achievement in the core academic subjects;				
l)	professional development activities and other assistance for new teachers to provide them with practical support and to increase the retention of these teachers;				
m)	professional development for teachers, parents, early childhood educators, administrators, and other staff to support activities and services related to preschool transition programs to raise student performance in the core academic subjects;				

The IASA Self-Assessment Tool

(Check responses agreed on by your self-assessment team.)

	Yes	No	In Progress	Evidence
n) professional development activities to train teachers in innovative instructional methodologies designed to meet the diverse learning needs of individual students, including methodologies which integrate academic and vocational learning and applied learning, interactive and interdisciplinary team teaching, and other alternative teaching strategies such as service learning, experiential learning, career-related education, and environmental education, that integrate real world applications into the core academic subjects;				
o) professional development strategies and programs to more effectively involve parents in helping their children achieve in the core academic subjects;				
p) professional development activities designed to increase the number of women and other underrepresented groups in the administration of schools; and				
q) release time with pay for teachers.				

The IASA Self-Assessment Tool

PART B: ASSESSMENT OF NEED FOR TECHNICAL ASSISTANCE ON THE PROFESSIONAL DEVELOPMENT PROGRAM

1. Assistance is needed for the following components:
(List or specify that no assistance is needed.)

2. The contact person to arrange the assistance is: _____
(Name and Phone Number)

3. The type of assistance needed includes:
(Check all that apply)

- ☐ materials, resources
- ☐ telephone consultation with the SEA or another technical assistance provider
- ☐ professional development
☐ short term ☐ long term
- ☐ expert consultant/distinguished educator
- ☐ school support team assistance
- ☐ facilitation/problem solving by the school improvement team or whole faculty
- ☐ Other _____
(Please specify)

The IASA Self-Assessment Tool

Title VI—Innovative Education Program Strategies

Authorizing Statute

Public Law 103-382 (*Improving America's Schools Act*)

Target Population

Preschoolers and students in grades K–12 who attend public and private nonprofit schools and the teachers of such students as well as other educators, when appropriate.

Purpose

To promote promising, research-based instructional practices; strengthen reforms, such as those experienced through Title I Schoolwide Programs; foster educational innovations benefiting at-risk students; provide capital for technology-in-education initiatives; enable formation of collaborative partnerships under the auspices of Arizona's School Support System; and provide the kind of accountability that assures program effectiveness and enduring impacts in K–12 classrooms.

Program Description

Arizona's Title VI Program fosters innovation in teaching for *all* learners by focusing state/local attention on accomplishment of the National Education Goals, especially Goals No. 2 and No. 4; promoting promising instructional practices, benefiting at-risk and high-cost students; strengthening reforms and school renewal in both public and private settings; providing capital for *technology-in-education* initiatives; enabling formation of collaborative partnerships, particularly those involving a child's parents and community; and supporting educational enhancements with the kind of flexibility that assures state and local educational agencies of program effectiveness and enduring impacts.

Parameters [Title VI of ESEA, Section 6301—Targeted Use of Funds]

- 1) Technology related to the implementation of school-based reform programs, including:
 - a) Professional development for educators in effective uses of technology, and
 - b) Purchases of such equipment and software.

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- 2) Instructional and educational materials acquisitions which are tied to Arizona's Academic Standards and shall be used to improve student achievement as a part of an overall education reform program, including purchases of:
 - a) instructional and educational materials and library/media services,
 - b) computer software and hardware for instructional use, and
 - c) other curricular materials and assessments.
- 3) Promising education reform projects, including:
 - a) the Effective Schools Program,
 - b) the Magnet Schools Program, or
 - c) other schoolwide improvement activities.
- 4) Programs to improve higher order thinking skills of disadvantaged elementary and secondary school students and to prevent students from dropping out of school.
- 5) Programs to combat illiteracy in the student and adult population, including parent illiteracy.
- 6) Programs to provide for the educational needs of gifted and talented children.
- 7) School reform activities that are consistent with Goals 2000: Educate America Act, especially activities which support LEAs in meeting the National Education Goals:
 - a) School Readiness
 - b) School Completion
 - c) Student Achievement and Citizenship
 - d) Teacher Education and Professional Development
 - e) Mathematics and Science
 - f) Adult Literacy and Lifelong Learning
 - g) Safe, Disciplined, and Alcohol and Drug-Free Schools
 - h) Parental Participation
- 8) School improvement programs or activities under Title I of ESEA, Sections 1116 and 1117.
- 9) School improvement programs or activities under Title I of ESEA, Sections 1114 and 1115.

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Title VI fosters the state's attainment of National Education Goal No. 2: *School Completion* by offering supplemental dollars for support of statewide activities, such as:

- ♦ Extended-day childcare serving preschool-aged children of teenage parents who, themselves, attend Evening School programs to gain their high school diplomas;
- ♦ School-to-work transitional services for at-risk high school students. Participants graduate at the rate of 97 percent; 86 percent of these individuals report "positive" post secondary outcomes, such as employment;
- ♦ A gifted pupil program which puts rural school students at an authentic archaeological dig; featuring differentiated instruction and engaging content. (This innovative pilot program has been expanded to serve Title I students.)

Title VI formula allocations to schools and to LEAs enable the following:

- ♦ Funding of an increasing number of LEA training opportunities for new teachers in the areas of research-based instructional strategies, classroom management, and effective use of Arizona's Academic Standards;
- ♦ Technology training for educators who have ever increasing numbers of computers which students use during times of teacher instruction; and
- ♦ Consortia of rural LEAs, the professional staff trainers, student counselors and other student services personnel that would otherwise be unavailable to participate in the academic setting of small schools.

Collaborating Programs

Title I, Title II, Title IV.

Application Process

Applications are non-competitive and are available in April, submitted in May. Amendments may be submitted in the fall and before March 31. Cash Management forms are due based on the size of the LEA and Completion Reports are due 90 days after the end of the project.

Grant Period

The year of the grant runs from July 1 to June 30. The original grant year can be extended to September 30. Carryover funds may be spent over a period of 27 months.

Eligible Sub-recipients

Public school districts, including charter schools, and private nonprofit schools.

The IASA Self-Assessment Tool

Local Education Agency (LEA)

Self-Assessment Tool

Local Innovative Education Programs - Administrative Authority
(IASA Title VI, Part C, Section 6302)

(Check responses agreed on by your self-assessment team.)

		Yes	No	In Progress	Evidence
1)	Title VI funds are used to make grants to and enter into contracts with other districts, institutions of higher education, libraries, museums, and other public and private non-profit agencies, organizations, and institution.				

The IASA Self-Assessment Tool
Local Education Agency (LEA)
Local Innovative Education Programs - Local Applications/Fiscal Requirements
(IASA Title VI, Part C, Section 6303 and Part D, Section 6401)

PART A: PROGRAM COMPLIANCE

(Check responses agreed on by your self-assessment team.)

	Yes	No	In Progress	Evidence
LOCAL APPLICATIONS (Part C, Section 6303)				
1) The LEA's application:				
a) details the allocation of funds among the innovative assistance programs;				
b) describes the programs, projects, and activities designed to implement the innovative assistance along with the reasons for the selection of these programs, projects, and activities;				
c) identifies the allocation of funds required for implementation;				
d) describes how Title VI assistance contributes to meeting the National Education Goals and improving student achievement or the quality of education for students;				
e) provide assurances of program compliance with the provisions of Title VI, including the participation of children enrolled in private, nonprofit schools;				
f) indicates that the LEA agrees to keep records and provide information to the State Educational Agency as reasonably required for fiscal audit and program evaluation; and				
g) provides in the allocation, design, planning, and implementation for systematic consultation with parents of children attending elementary and secondary schools in the area served by the LEA, with teachers and administrative personnel in these schools, and with other groups involved in the implementation activities (such as librarians, school counselors, and other pupil services personnel) as considered appropriate by the LEA.				

The IASA Self-Assessment Tool

(Check responses agreed on by your self-assessment team.)

	Yes	No	In Progress	Evidence
2) The application:				
a) does not exceed 3 fiscal years;				
b) provides for the allocation of funds to programs of three years;				
c) may be amended annually as necessary to reflect changes.				
3) The LEA ensures that Title VI expenditures are used to meet the purposes of the legislation and the educational needs within the schools.				

FISCAL REQUIREMENTS (Part D, Section 6401)

1) The LEA uses and allocates Title VI funds only to supplement and not to supplant funds from non-Federal sources.				
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The IASA Self-Assessment Tool

Local Education Agency (LEA)

Local Innovative Education Programs - Participation of Children Enrolled in Private Schools (IASA Title VI, Part D, Section 6402)

PART A: PROGRAM COMPLIANCE

(Check responses agreed on by your self-assessment team.)

	Yes	No	In Progress	Evidence
1) The LEA:				
a) after consultation with appropriate private school officials provides the children in these schools with secular, neutral, and non-ideological services, materials and equipment;				
b) includes the children's teachers in training programs;				
c) provides for the repair, minor remodeling or construction of public facilities as may be necessary;				
d) if necessary, makes alternative arrangements to ensure equitable participation of private school students; and				
e) annually contacts private schools within the LEA to determine which schools wish to participate (see citation in item 4).				
2) Expenditures for children in private schools are equal to expenditures for Title VI programs serving public school students.				
3) Control of Title VI funds, materials, equipment, and property repaired, remodeled or constructed with Title VI funds remains in the LEA.				
4) Staff employees, either through the LEA or contracted services, are independent of private schools or any religious organization; the LEA retains control of and supervision of these employees.				
5) Staff splitting time between Title VI and other local, State or Federal programs must maintain time and effort records showing the actual time spent on each program or activity (Elementary and Secondary Education Act, Regulatory Guidance for Title VI Programs).				

The IASA Self-Assessment Tool

PART B: ASSESSMENT OF NEED FOR TECHNICAL ASSISTANCE ON INNOVATIVE EDUCATION PROGRAMS

1. Assistance is needed for the following components:
(List or specify that no assistance is needed.)

2. The contact person to arrange the assistance is:

(Name and Phone Number)

3. The type of assistance needed includes:
(Check all that apply)

- ☐ materials, resources
- ☐ telephone consultation with the SEA or another technical assistance provider
- ☐ professional development
☐ short term ☐ long term
- ☐ expert consultant/distinguished educator
- ☐ school support team assistance
- ☐ facilitation/problem solving by the school improvement team or whole faculty
- ☐ Other _____
(Please specify)

The IASA Self-Assessment Tool

Class-Size Reduction Program

Authorizing Statute

Public Law 106-113

Target Population

Fully certified classroom teachers and students in kindergarten, first, second and third grades.

Purpose

The Class Size Reduction Program (CSRP), a federal appropriations initiative under Title VI of the Elementary and Secondary Education Act, promotes the improvement of student learning through the recruitment, hiring and training of additional, highly qualified, fully certified teachers in grades kindergarten, first, second and third.

Program Description

The Class Size Reduction Program is designed to decrease the number of students to eighteen, in classrooms serving grades Kindergarten, One, Two and Three. Local education agencies (LEAs) that do not serve students in the grades Kindergarten-Three are also eligible to receive these funds and should target a particular grade level or subject matter. LEAs will recruit, hire and train teachers new to their district, provide professional development opportunities for their teachers and issue public "Report Cards" for each participating school to inform parents and communities about progress in reducing class size and improving student achievement.

Parameters (Targeted Use of Funds)

- Each participating LEA **must use** at least **72 percent** of CSRP monies to reduce class size in grades Kindergarten, One, Two and Three.
- Teachers hired under this program in FY 2000 may continue to be funded during FY 2001 with CSRP dollars.
- If the LEA was using other resources to pay a portion of the salary of a CSRP position during FY 2000, that LEA must continue (in the second year) to pay an equal or greater amount of that portion which was funded during the original year of program participation.
- LEAs that apply for these funds **may use no more than 25 percent** for professional development activities.
- **No more than 3 percent** may be used for program administration.

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- Allocations shall be used only to supplement-and not to supplant-state and local funds that, in the absence of CSRP funds, would otherwise be spent for the activities of reducing class size and/or providing professional development activities.
- LEAs that receive an allocation less than the average starting salary of a position that is new to that LEA, may:
 1. Hire, in combination with local resources, a full-time teacher to reduce class size;
 2. Hire a part-time teacher for the purpose of reducing class size; or
 3. Use the entire allocation for professional development activities.
- LEAs must issue public “Report Cards” for each participating school to inform the Arizona Department of Education, parents and communities about their progress toward reducing class size to no more than 18 students and improving those students achievement.

Collaborating Programs

Title I, Title II and Title VI

Application Process

Applications are non-competitive and available in April (May), submitted in May (June) dependent on federal allocation to the state. Amendments may be submitted in the fall and before March 31. Cash management forms are due based on the size of the LEA and completion reports are due 90 days after the end of the project.

Grant Period

The year of the grant runs from July 1 to June 30. The original grant year can be extended to September 30. Carryover funds may be spent over a period of 27 months.

Eligible Sub-recipients

Public schools, including charter schools.

The IASA Self-Assessment Tool
Local Education Agency (LEA)
Class-Size Reduction Program
(P.L. 106-113)

PART A: PROGRAM COMPLIANCE

(Check responses agreed on by your self-assessment team.)

	Yes	No	In Progress	Evidence
LOCAL APPLICATIONS				
1. Local Application				
a) The LEA submitted an application as either a single LEA or as part of a consortium.				
b) The LEA used at least 72% of its allocation for hiring, recruiting or training teachers in positions either continuing from the previous year (hired with these funds) or positions new to the LEA in the current year.				
c) The LEA used no more than 25% of its allocation for professional development activities.				
d) The LEA used no more than 3% of its allocation for administration of the grant.				
e) The LEA received an allocation that was less than the average starting salary of a position new to the LEA and chose to use the entire allocation for professional development.				
2. Program Data-Budget Summary Table				
a) The LEA completed the Budget Summary Table to indicate CSRP funds used for continuing positions, new positions, recruiting, professional development and administration.				
b) The LEA indicated the average salary (only) for a position new to the LEA.				
c) The LEA indicated its method for calculating class sizes.				

The IASA Self-Assessment Tool

(Check responses agreed on by your self-assessment team.)

	Yes	No	In Progress	Evidence
3. Program Data-Table I				
a) The LEA listed all schools within the district that serves students in grades Kindergarten, First, Second and/or Third.				
b) The LEA listed the projected class size for each grade before the use of CSRP funding.				
4. Program Data-Table II				
a) The LEA listed (if appropriate) all schools within the district serving students in grades other than Kindergarten, First, Second and/or Third.				
b) The LEA listed the projected class size for each non K-3 grade before the use of CSRP funding.				
5. Program Data-Table III				
a) The LEA listed the school name(s), the grade span at the site and the principal's name and phone number for each school that is intended to receive CSRP funding.				
b) The LEA listed the grade level and/or the core subject area to be funded using CSRP monies.				
c) The LEA listed the number of new positions (teachers) and/or continuing positions (teachers) to be funded with CSRP monies.				
d) The LEA listed the class size with and without the CSRP funds.				
6. Program Data-Professional Development Plan and Reporting				
a) The LEA described the professional development activities to be implemented using CSRP funds.				
b) The LEA described how private nonprofit schools in the district are notified of professional development opportunities to ensure equitable participation by those private schools.				

The IASA Self-Assessment Tool

(Check responses agreed on by your self-assessment team.)

		Yes	No	In Progress	Evidence
c)	The LEA described how it planned to produce an annual “Report Card” and distribute it to parents, the community and the Arizona Department of Education.				

The IASA Self-Assessment Tool

PART B: ASSESSMENT OF NEED FOR TECHNICAL ASSISTANCE ON THE CLASS-SIZE REDUCTION PROGRAM

1. Assistance is needed for the following components:
(List or specify that no assistance is needed.)

2. The contact person to arrange the assistance is: _____
(Name and Phone Number)

3. The type of assistance needed includes:
(Check all that apply)

- ☐ materials, resources
- ☐ telephone consultation with the SEA or another technical assistance provider
- ☐ professional development
☐ short term ☐ long term
- ☐ expert consultant/distinguished educator
- ☐ school support team assistance
- ☐ facilitation/problem solving by the school improvement team or whole faculty
- ☐ Other _____
(Please specify)

IASA Self-Assessment Tool

Stewart B. McKinney Homeless Assistance Act

Authorizing Statute

Public Law 103-382 Amendments to Stewart B. McKinney Homeless Assistance Act

Target Population

Homeless children and youth.

Purpose

The purpose of Stewart B. McKinney Homeless Assistance Act is to ensure that each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education, including a public preschool education as provided to other children and youth. This shall be accomplished by:

- providing activities and services to enable homeless children and youth to enroll in, attend and succeed in school;
- gather information on the problems homeless children and youth have in gaining access to preschool programs and to public elementary and secondary schools;
- facilitate coordination between agencies providing services to homeless children and youth;
- continue the child's or youth's education in the school of origin; and
- enroll the child or youth in any school that non-homeless students who live in the attendance area in which the child or youth is actually living are eligible to attend.

Program Description

The Stewart B. McKinney Homeless Assistance Act requires that all LEAs provide services to their homeless students and families. This act also provides tutoring, supplemental instruction, and enriched educational services that are linked to the achievement of Arizona's Academic standards that are established for all students. A variety of other support services are provided, including: student evaluations, professional development and training, transportation, referral services, early childhood and preschool programs, before-and-after school tutoring, mentoring programs, parent training, coordination among schools and social service agencies, pupil services, school services, and other extraordinary or emergency assistance needed to enable homeless children and youth to attend school. Services should be supplemental and not replace the regular academic program provided to homeless children and youth.

IASA Self-Assessment Tool

A “homeless individual” is one who:

1. lacks a fixed, regular, and adequate residence, and
2. has a primary night-time residence that is:
 - a. a supervised publicly or privately operated shelter designed to provide temporary living accommodations;
 - b. an institution that provides a temporary residence for individuals intended to be institutionalized; or
 - c. a public or private place not designed for, or ordinarily used as, a regular sleeping accommodation for human beings, or
3. is living in “doubled up” accommodations, that is sharing housing with other families or individuals because of loss of housing or other similar situation.

Parameters

- LEA documents the number of homeless children and youth in the district including the number of homeless preschool.
- LEA states academic and non-academic needs of homeless children along with measurable goals to meet these needs.
- LEA describes instructional strategies that enable homeless students meet or exceed academic standards. LEA should document data that shows the percentage or number of homeless students meeting the standards. LEA should state how the students are assessed.
- LEA describes how professional development aligns to needs of homeless students.
- LEA states how the project coordinates with regular educational program and ensures homeless children and youth have equal access to a free appropriate education.
- LEA states how the homeless children and youth are offered services to meet: non-academic, transportation, vocational education, gifted and talented, and nutritional needs.
- LEA declares how parents are involved in the educational and non-educational goals of homeless students.
- LEA describes how the project collaborates with other state and community agencies.

Collaborating Programs

Stewart B. McKinney Homeless Assistance Act collaborates with Title I, Title I-B (Even Start), Title I-C (Migrant Education), Title II (Eisenhower Professional Development), Title IV (Safe and Drug-Free Schools And Communities), Title VI (Innovative Education Program Strategies), Title VII (Bilingual Education), and Title IX (Indian Education).

IASA Self-Assessment Tool

Application Process

Competitive. LEAs must submit a request for proposal along with a projected budget to a review panel of peer reviewers. The reviewers select five to ten LEAs based upon their ability to meet the parameters stated in this summary. Requests for proposals are available in May, and are due to ADE by the end of the month. Annual budget applications are available in May and are due June 30. Amendments must be submitted before March 31. Cash management forms are due based on the size of the LEA and Completion Reports are due 90 days after the end of the project.

Grant Period

The year of each grant runs from July 1 to the following June 30. The fiscal year can be extended to August 30 for LEAs that operate year-round or offer summer school. Funds are permitted to be carried over to the next fiscal year.

Eligible Sub-recipients

Public school districts, including charter schools.

IASA Self-Assessment Tool

Local Education Agency (LEA)

Amendments to Other Acts, Grants for State and Local Activities for the Education of Homeless Children and Youth

(IASA Title III, Part B, Section 722)

(Check responses agreed on by your self-assessment team.)

	Yes	No	In Progress	Evidence
1) In the education of homeless children and youth, and in consideration of the best interests of the child or youth, the LEA has procedures to				
a) Report the number of homeless children and youth to the ADE,				
b) Continue the child's or youth's education in the school of origin (the school that the child or youth attended when permanently housed or the school in which the child or youth was last enrolled);				
1) for the remainder of the academic year;				
2) in any case in which a family becomes homeless between academic years, for the following academic year; or				
(a) enroll the child or youth in any school that non-homeless students who live in the attendance area in which the child or youth is actually living are eligible to attend.				
2) In the determination of the best interests of the child or youth, to the extent feasible, the school district complies with the parent or guardian's request regarding school selection.				
3) The school district provides to homeless children or youth, services comparable to services offered the other students in the school including:				
a) Transportation services;				
b) Educational services for which the child or youth meets the eligibility criteria (e.g., Title I or similar state or local programs, educational programs for children with disabilities, and educational programs for students with limited English proficiency);				
c) Programs in vocational education;				

IASA Self-Assessment Tool

(Check responses agreed on by your self-assessment team.)

	Yes	No	In Progress	Evidence
d) Programs for gifted and talented students; and				
e) School meal programs.				
4) Any records maintained by the school district (i.e. immunization, records, academic records, birth certificates, guardianship records, and evaluations for special service programs) of each homeless child are:				
a) Available in a timely fashion when a child or youth enters a new school district; and				
b) Maintained in a manner consistent with Section 444 of the General Education Provisions Act.				
5) The LEA has developed and/or revised policies				
a) to remove barriers to the enrollment and retention of homeless children and youth, and				
b) to ensure that homeless children and youth are not isolated or stigmatized.				
6) The school district coordinates with local social services agencies or other agencies or programs providing services to children or youth and their families including services and programs funded under the Runaway and Homeless Youth Act.				
7) The district has designated a homeless liaison to ensure that:				
a) Homeless children and youth enroll and succeed in the district schools; and				
b) Homeless families, children, and youth receive educational services for which they and their families are eligible, including Head Start and Even Start programs and preschool programs administered by the school district, and referrals to health care services, dental services, mental health services, and other appropriate services.				
8) The district informs school personnel, service providers, and advocates working with homeless families of the duties of the liaisons.				

IASA Self-Assessment Tool

Local Education Agency (LEA)

Amendments to Other Acts, Local Educational Agency Grants for the Education of Homeless Children and Youth

(IASA Title III, Part B, Section 723)

(Check responses agreed on by your self-assessment team.)

		Yes	No	In Progress	Evidence
1)	Services provided to homeless youth are provided through programs on school grounds, and to the maximum extent practicable. These services are provided through existing programs and mechanisms that integrate homeless individuals with non-homeless individuals.				
2)	The services do not replace the regular academic program and are designed to expand or improve services provided as part of the school's regular academic program.				

IASA Self-Assessment Tool

PART B: ASSESSMENT OF NEED FOR TECHNICAL ASSISTANCE ON THE EDUCATION OF HOMELESS CHILDREN PROGRAM

1. Assistance is needed for the following components:
(List or specify that no assistance is needed.)

2. The contact person to arrange the assistance is: _____
(Name and Phone Number)

3. The type of assistance needed includes:
(Check all that apply)

- ☐ materials, resources
- ☐ telephone consultation with the SEA or another technical assistance provider
- ☐ professional development
☐ short term ☐ long term
- ☐ expert consultant/distinguished educator
- ☐ school support team assistance
- ☐ facilitation/problem solving by the school improvement team or whole faculty
- ☐ Other _____
(Please specify)

IASA Self-Assessment Tool
State Education Programs for English Language Learners

**This section is being revised based on the changes to A.R.S. 15-751-755
as the result of the passage of Proposition 203.**

Appendix G will replace this section.

**It will be posted on the web and sent to participating LEAs
as soon as the document has been finalized.**

IASA Self-Assessment Tool

State Education Programs for English Language Learners

Authorizing Statute

A.R.S. 15-751 through 755

Target Population

Students whose primary home language is other than English who have been identified as students with limited English proficiency.

Purpose

To provide technical assistance to LEAs in which there are pupils with limited English proficiency, to improve educational programs of bilingual instruction or English as a Second Language instruction as provided in this article. The primary goal of such programs is to allow the pupils to become proficient enough in English to succeed in classes taught in English.

Program Description

The purpose of Education Services to Limited English Proficient Students Program is to enable schools to provide limited English proficient (LEP) children the opportunity to meet Arizona's Academic Standards. According to the law, this shall be accomplished by:

- identifying students whose primary language is other than English;
- allowing the LEP pupil to become proficient enough in English to succeed in classes taught in English;
- providing assessment and reassessment of LEP students in such programs;
- significantly improving the quality of instruction by providing professional certified teachers and other staff in such programs;
- providing parents meaningful opportunities to participate in the education of their children;
- targeting resources to those schools where needs are great;
- assessing how well children are achieving Arizona's Academic Standards; and
- providing technical assistance so as to create greater decision making authority and flexibility to schools and teachers in exchange for greater responsibility for student success.

IASA Self-Assessment Tool

Parameters

The conditions of this program are that the department shall:

- enforce program requirements,
- monitor and review for fiscal and programmatic reporting,
- present a summary of the reports and Superintendent's recommendations to the legislature, and
- prescribe the method of counting LEP students for the group B weight funding.

Collaborating Programs

Title VII – Bilingual Education, other IASA administered programs.

Grant Period

Money is distributed as a part of the group B weight funding.

Eligible Recipients

LEAs which have identified, assessed and are providing a program of instruction to limited English proficient students.

IASA Self-Assessment Tool

Local Education Agency (LEA) State Programs for English Language Learners (ARS 15, Sections 752 through 755)

PART A: PROGRAM COMPLIANCE

(Check responses agreed on by your self-assessment team.)

	Yes	No	In Progress	Evidence
1) The LEA receives group B weight funding which is expended only for limited English proficient programs.				
English Language, Bilingual or ESL Programs, ARS 15-752				
1) The LEA has a bilingual or ESL program.				
2) Pupil participation in these programs is voluntary and parental notification was provided within thirty days of the LEA's enrolling new pupils in these programs and annually for continuing pupils.				
3) The parent notification includes:				
a) a comparison of the pupil's latest assessed reading, writing, and oral scores to the scores that denote English proficiency;				
b) the instructional programs offered by the LEA to limited English proficient pupils and goals of each;				
c) the LEA's program recommendations;				
d) the amount of instruction that will occur in the English language;				
e) the certification and endorsement status of personnel instructing these programs;				
f) direction on a how parent can exclude a pupil from the assigned program;				
g) information on how a parent can obtain a copy of the LEA's biennial self-assessment; and				
h) information on how a parent can request a meeting to review the pupil's progress in academic standards or English proficiency.				
4) The parental notification form requires a signature of a parent or guardian.				

IASA Self-Assessment Tool

(Check responses agreed on by your self-assessment team.)

	Yes	No	In Progress	Evidence
5) A principal removes a pupil from a program within five days of receiving a parent request for withdrawal.				

Census Procedures, Diagnostic Assessment and Reassessment, ARS 15-753

1) The LEA uses school enrollment forms and home language surveys to identify students whose primary language is not English.				
2) The LEA determines language proficiency in both English and the home language by December 1st of each year.				
3) Language reassessment criteria and procedures for the reclassification of students are in place.				
4) The language reassessment criteria and procedures:				
a) are used at least once every year with LEP students enrolled in bilingual programs or ESL programs; and				
b) include:				
1) a teacher evaluation of the student's English language proficiency and an assessment of his/her readiness to succeed in an English language course of study;				
2) an objective assessment of the student's oral language proficiency, writing skills, and literacy skills in English; and				
3) parent opinion and consultation.				
4) an evaluation of the pupil's scores on the norm-referenced achievement test (currently Stanford Achievement Test, Version 9).				

IASA Self-Assessment Tool

(Check responses agreed on by your self-assessment team.)

	Yes	No	In Progress	Evidence
Bilingual and ESL Program Requirements, ARS 15-754				
1) The LEA meets the requirements for bilingual or ESL programs through at least one of the following approaches:				
a) transitional bilingual programs (K-6);				
b) a language learning program (7-12);				
c) a bilingual – bicultural program (K-12); or				
d) an ESL program that includes daily instruction in the English language and a plan to develop an understanding of the history and culture of the United States and the customs and values of the home language.				
2) If the LEA which has nine or fewer limited English proficient pupils in any kindergarten program or grade in any school, the LEA provides these limited English proficient pupils with either a bilingual program or English as a second language program as prescribed...or it provides an individual education program (IEP) for each of these pupils which provides a plan for meeting the cultural and linguistic needs of the pupil. An IEP is provided for all limited English proficient pupils who are not enrolled in one of the programs.				
3) If the LEA has ten or more limited English proficient pupils in any kindergarten program or grade in any school, the LEA provides a bilingual program or English as a second language program for limited English proficient pupils.				
4) Classes of bilingual instruction are taught by teachers who possess a basic or standard certificate to teach with a bilingual education endorsement.				

IASA Self-Assessment Tool

(Check responses agreed on by your self-assessment team.)

	Yes	No	In Progress	Evidence
Reporting Procedures, Self-Assessment, and Non-Compliance, ARS 15-755				
1) By June 15th, annually, the LEA submits the Arizona Language Census and Program Report (ALCAP) to the Arizona Department of Education (ADE) that includes the following information:				
a) the number of pupils identified as having a primary home language other than English by grade level for each school;				
b) the identification procedures used to determine whether students are limited English proficient (LEP); and				
c) the number of LEP students in each grade level for each school.				
2) By June 15th, annually, the LEA submits a report to ADE on its bilingual and ESL programs that includes the following information:				
a) a description of programs services;				
b) the number of participating students in each program by grade level by school;				
c) the language proficiency of participating students by grade level by school;				
d) achievement test data, if available;				
e) reassessment criteria and procedures;				
f) source and amount of funds expended;				
g) number and qualifications of program staff and the name of the person responsible for management of the program; and				
h) any additional information required by the superintendent of public instruction.				
3) The LEA conducts a biennial self-assessment of the program and maintains records of the self-assessment as well as any corrective action taken.				

IASA Self-Assessment Tool

PART B: ASSESSMENT OF NEED FOR TECHNICAL ASSISTANCE ON STATE PROGRAMS FOR ENGLISH LANGUAGE LEARNERS

1. Assistance is needed for the following components:
(List or specify that no assistance is needed.)

2. The contact person to arrange the assistance is:

(Name and Phone Number)

3. The type of assistance needed includes:
(Check all that apply)

- ☐ materials, resources
- ☐ telephone consultation with the SEA or another technical assistance provider
- ☐ professional development
☐ short term ☐ long term
- ☐ expert consultant/distinguished educator
- ☐ school support team assistance
- ☐ facilitation/problem solving by the school improvement team or whole faculty
- ☐ Other _____
(Please specify)

IASA Self-Assessment Tool

Fiscal Requirements — All Programs

Authorizing Statute

Public Law 103-382 (*Improving America's Schools Act*)

Purpose

Fiscal requirements include maintenance of effort, supplement not supplant, and comparability. LEAs receive annually guidelines regarding these requirements from the Academic Support Division. Fiscal effort must be maintained in accordance with Section 14501 of the Improving America's Schools Act. In general, an LEA may use federal funds only to supplement, not supplant, funds from non-federal sources. Demonstration of comparability of the Title I program must be conducted by LEAs **with more than one school serving the same grade spans** at least every two years.

IASA Self-Assessment Tool
Local Education Agency (LEA)
Fiscal Requirements — Applies to All Programs

(Check responses agreed on by your self-assessment team.)

	Yes	No	In Progress	Evidence
1) The LEA can demonstrate that it maintains fiscal efforts (90% expenditure of previous fiscal year).				
2) Use of federal and state funds are in addition to and do not replace the use of local maintenance and operation (state) funds.				
3) Local school program (state funded) services are comparable irrespective of whether or not the schools receive federal or state funds.				

Comparability (for LEAs with more than one school serving the same grade spans)

4) If all of the Title I schools in the LEA receive Title I services, the LEA uses state and local funds as a whole in a way that is comparable in all its schools.				
5) If the LEA uses method #4 for determining comparability, the LEA assures that it implements: :				
a) an LEA-wide salary schedule;				
b) a policy to ensure equivalence among schools with regard to teachers, administrators, and other staff; and				
c) a policy to ensure equivalence among schools in the provision of curriculum materials and instructional supplies.				
6) The LEA has policies and procedures for meeting comparability requirements prior to December 1 of each school year. Comparability documentation is prepared prior to December 11 of each school year.				
7) The LEA biannually updates records to document that the LEA has met fiscal requirements.				

This part has been reviewed and has been applied correctly to: *(check all that apply)*

<input type="checkbox"/> Title I Part A	<input type="checkbox"/> Title IV	<input type="checkbox"/> Emergency Immigrant Education Program
<input type="checkbox"/> Title II	<input type="checkbox"/> Title I Part C	<input type="checkbox"/> Title IX
<input type="checkbox"/> Title VI	<input type="checkbox"/> Title I Part D	<input type="checkbox"/> Johnson-O'Malley Program
<input type="checkbox"/> State ELL Programs	<input type="checkbox"/> Title VII	<input type="checkbox"/> Homeless Program

IASA Self-Assessment Tool

PART B: ASSESSMENT OF NEED FOR TECHNICAL ASSISTANCE ON FISCAL REQUIREMENTS

1. Assistance is needed for the following components:
(List or specify that no assistance is needed.)

2. The contact person to arrange the assistance is:

(Name and Phone Number)

3. The type of assistance needed includes:
(Check all that apply)

- ☐ materials, resources
- ☐ telephone consultation with the SEA or another technical assistance provider
- ☐ professional development
☐ short term ☐ long term
- ☐ expert consultant/distinguished educator
- ☐ school support team assistance
- ☐ facilitation/problem solving by the school improvement team or whole faculty
- ☐ Other _____
(Please specify)